

Submission Guidelines for Multiple and Single Subject Teacher Preparation Programs to Respond to Standards 19-21

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for program sponsors who are submitting documents for review and approval of Standards 19-21 for Multiple and Single Subject Teacher Preparation Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Submission Information

Important Dates	
July 1, 2007	Program sponsors may begin submitting responses to Standards 19-21
January 1, 2008	All program sponsors must have submitted a response to Standards 19-21
July 1, 2008	The passage of the TPA is required for all candidates who begin coursework on or after July 1, 2008 and all programs must have an approved TPA implementation process in place prior to that date.

What Needs to Be Submitted:

- ***“Intent To Submit A Response” Form***

Response review windows have been established in order to organize the review process efficiently. Program sponsors should determine their intended time frame for submitting responses to Standards 19-21, complete the “Intent to Submit” form, and fax it to the Commission contact listed on the form. A copy of the “Intent to Submit A Response” form is provided later in this packet of information.

- ***Transmittal Cover Sheet***

Program sponsors should preface their responses to Standards 19-21 with the “Program Sponsor Transmittal Cover Sheet” that includes the original signature(s) of the program contact(s) and chief executive officer. The Cover Sheet must be the front cover for the program submission. The program contact identified on the Transmittal Cover Sheet will be informed electronically as the review progresses. A blank copy of the Transmittal Cover Sheet is provided at the end of these instructions.

- ***Responses to Program Standards 19-21***

The program sponsor’s responses to these three standards should include sufficient information about how the program intends to meet each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. Responses should not merely reiterate the standard. They should demonstrate **how the standard will be**

met by describing both the content and processes that will be used to implement the teaching performance assessment within the preparation program, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand how the program will implement the teaching performance assessment. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate how the teaching performance assessment will be integrated into the program organization and design
- Course or module outlines, or showing the integration of the teaching performance assessment into the preparation program.
- Specific description of processes and procedures that will be used to ensure that the implementation, scoring, and use of candidate scores will be in accordance with Standards 19-21.
- Documentation of forms to be used.

Additional Guidance for Responding to Standards 19-21

Program sponsors need to respond to the standard statements that define each standard. However, in formulating the response to the individual standard, program sponsors may wish to refer to the suggested “writing prompts” provided below each standard. Program sponsors are not required to address each of the writing prompts but may find them helpful in assuring that they have provided a comprehensive response.

Each of the three program standards and the suggested writing prompts are provided below.

Program Standard 19: Assessment Administered for Validity, Accuracy and Fairness

The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the established passing standard. The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the *Teaching Performance Expectations* and clear, accurate information about the nature of the assessment and the pedagogical tasks.

Suggested Writing Prompts for Standard 19: Assessment Administered for Validity, Accuracy and Fairness

- Describe the manner in which the teaching performance assessments will be integrated into your SB 2042 program.
- Describe how the program will ensure assessment accuracy and equitable treatment of candidates, including access for candidates with disabilities?

- Describe how the program ensures consistency in assessment procedures that contribute to the reliability of scores and the accurate determination of each candidate's passing status.
- Describe the plan to periodically compile and examine information regarding the effects of the assessment on groups of candidates in the program. Describe the plan to monitor and, as needed, adjust assessment practices and procedures in order to maximize the fairness of the assessment for candidates.
- Describe the plan to distribute to each candidate the full text of the *Teaching Performance Expectations* and clear, accurate information about the assessment purpose and use, including standardized directions related to the pedagogical assessment tasks.
- Describe the procedures for advising candidates so that candidates fully understand the pedagogical assessment tasks and directions.
- Describe the plan to ensure that each assessed performance is entirely the candidate's own performance.
- Describe the process implemented to remediate students who do not initially pass the teaching performance assessment include the number of times a candidate may resubmit a specific task.
- Describe the appeal process and re-scoring procedure available to candidates who do not pass the assessment.
- Describe the plan for double scoring (at least 15% of candidate performances for CA TPA users), and the analysis of the results, to confirm the reliability of TPA scores.

Program Standard 20: Assessor Qualifications and Training

To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate's responses to the pedagogical assessment tasks in relation to the *Teaching Performance Expectations* and the multilevel scoring scales. The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor. The sponsor selects and relies on assessors who meet the established criteria. Each prospective assessor completes a rigorous, comprehensive assessor training program. The program sponsor determines each assessor's continuing service as an assessor in the program primarily based on the assessor's scoring accuracy and documentation. Each continuing assessor is recalibrated annually.

Suggested Writing Prompts for Standard 20: Assessor Qualifications and Training

- Describe the criteria for selecting assessors, including the consistency of your consideration for assessors who received state, program, or other institution training.
- Describe the plan to implement the approved assessor training program.
- Describe the plan to assign qualified assessors to assess candidates' responses to the pedagogical assessment tasks.
- Describe the recalibration process used to ensure assessors remain appropriately connected to the rubric.

- Describe the plan to review and monitor each assessor's scores annually.
- Describe the criteria for the retention and non-retention of assessors during and after training.

Program Standard 21: Assessment Administration, Resources and Reporting

In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. To ensure accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans developed within an approved Induction Programs, or (b) guide them in study and practice as they prepare for reassessment, as needed. While protecting candidate privacy, the sponsor uses individual results of the assessment as one basis for recommending candidates for Preliminary Teaching Credentials. The sponsor uses aggregated assessment results in appropriate ways to improve the program. The sponsor documents the administration, scoring and reporting of the assessment in accordance with state accreditation procedures.

Suggested Writing Prompts for Standard 21: Assessment Administration, Resources and Reporting

- Describe the plan to support consistency in all aspects of ongoing administration of the Teaching Performance Assessment.
- Describe the responsibilities for assessment planning and coordination. Explain how these duties are assigned to qualified personnel, and the plan to monitor assessment coordination each academic term.
- Describe the plan to protect the privacy of individual candidates. Describe the voluntary consent process where the program would release assessment findings and/or results to persons other than the candidate.
- Describe the program's assessment reports to candidates, including descriptive information that highlights performance strengths and weaknesses in relation to the TPEs.
- Describe the extent to which the program maintains communication and coordination with area induction programs.
- Describe the relationship the teaching performance assessment has to the program's final recommendation for a candidate's Preliminary Credential.
- Describe the plan to analyze and interpret aggregated results of the assessment. How will this analysis be used to inform program modification?
- Describe the process that the program will use to organize and maintain comprehensive documentation of assessment procedures, assessor assignments, and longitudinal outcomes data.

Transmittal Instructions

Sponsoring agencies must submit **three printed copies** of the program responses to Standards 19-21 to the following address:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814
Attention: Nick Pearce

In addition, **one electronic copy of the proposal** should be submitted to: npearce@ctc.ca.gov

This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CTCStandards19_21.doc).

**Intent to Submit a Response to Program Standards 19-21
Intent Form Due by September 1, 2007**

Sponsoring Organization: _____

Address: _____

Name of Program (if applicable): _____

Contact Person: _____

Title: _____

Phone _____ **Fax** _____

E-mail _____

Submission Dates: Responses may be submitted any time between July 1, 2007 and January 1, 2008, but to assist us in planning the review process, please indicate when you plan to submit your document(s). Documents must be received by the first work day of the month to be included in that month's initial reading and review.

August 2007

December 2007

October 2007

January 2008

☐ Multiple Subject

☐ Single Subject

☐ One Combined Response addressing
Multiple and Single Subject programs

Planned Submission Month

Please Fax This Form to Nick Pearce
916-327-3165

**SB 2042 Teacher Preparation Program Standards 19-21
Program Sponsor Transmittal Cover Sheet**

Program Sponsor: _____

Address: _____

Name of Program (if applicable): _____

Contact Person: _____

Title: _____

Phone _____ Fax _____

E-mail _____

Chief Executive Officer (*President or Provost; Superintendent*):

Name _____

Address _____

Phone _____ Fax _____

E-mail _____

***I Hereby Signify My Approval to Transmit This Response to Standards 19-21
Document to the California Commission on Teacher Credentialing:***

CEO Signature _____

Title _____

Date _____